

## *Penn Cambria Curriculum*

<b>Course Name</b>	<b>Sociology</b>
<b>Length of Course</b>	9 weeks in block schedule (1/2 credit)
<b>Grade Level</b>	11-12
<b>Prerequisites</b>	None
<b>Course Description</b>	Sociology is a systematic study of human social behavior. This involves everything related to the interaction of human beings in groups. The first part of this course will allow students to study people's beliefs, values and rules, along with family organizations, educational systems, religions, etc. Students also will study roles people assume within these systems. Topics such as social movements and contemporary social problems such as crime, prejudice, poverty, and overcrowding will also be analyzed. The systematic and scientific method of study will be used to identify the problems, develop hypotheses, and collect and analyze the data.
<b>Units of Study</b>	Society and Culture Social Structure Social Institutions Continuity and Change Challenges in Society Social Stratification
<b>Materials</b>	Text: Social Inequality Supplemental Materials: Activity book "Lessons in Sociology", Internet resources

**\*\* Standard Alignment based on 2002 PA Academic Standards for Civics/Government and History**

## Unit 1: Society and Culture

**Estimated Time:** 1 week

**Standard Alignment:**

5.1.12 K Analyze the roles of symbols and holidays in society.

8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

**Curricular Objectives:**

Students will:

- a. Define sociology.
- b. Understand and give examples of the sociological approach.
- c. List human similarities and differences.
- d. List examples of what sociologists study.
- e. Demonstrate the use of cultural clues.
- f. Explain how culture is transmitted and methods of transmission.
- g. Differentiate between values and norms.
- h. Differentiate between mores and folkways.
- i. Explain why conformity and deviance are chosen as behavioral patterns.
- j. Differentiate between conformity in mainstream society and forced conformity in controlled environments.
- k. Identify powerful totems in American society.

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

**Suggested Methods of Instruction / Learning Activities:**

- Activity analyzing the characteristics of cults
- Activity comparing mores and folkways
- Activity illustrating major American values
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)

## Unit 2: Social and Human Behavior

**Estimated Time:** 1 week

### **Standard Alignment:**

8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890-Present.

### **Curricular Objectives:**

Students will:

- a. Recognize and demonstrate the necessity of human contact and proper human development.
- b. Explain how an individual's place in society influences human relationships and interactions.
- c. Explain the relationship between statuses and roles and the ways they affect human behavior.
- d. Identify how relationships are affected by the various types of groups.
- e. List and give examples of the five main characteristics of formal organizations and how they affect behavior.
- f. Describe how and why relationships differ in a bureaucracy.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

### **Suggested Methods of Instruction / Learning Activities:**

- Development of a "role web"
- Worksheet analyzing an assigned bureaucracy in America
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)

## Unit 3: Social Institutions

**Estimated Time:** 2 week

**Standard Alignment:**

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890-Present.

**Curricular Objectives:**

Students will:

- a. Describe the development, structure, history and recent trends in the family as a social institution.
- b. List reasons why religion, as a social institution, is important in most people's lives.
- c. Trace the history, development, structure and recent trends in education as a social institution.

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

**Suggested Methods of Instruction / Learning Activities:**

- Power point with study guide "Family as a Social Institute"
- Activity to illustrate how the Family is smaller
- Activity in groups: "Marital Problems", "Family Decisions"
- Presentations on *assigned* current topic in education
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)

## Unit 4: Continuity and Change

**Estimated Time:** 2 weeks

**Standard Alignment:**

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890-Present.

**Curricular Objectives:**

Students will:

- a. Explain the meaning of community and recognize the three definitive characteristics of all communities.
- b. Explain the causes of social change and comprehend the effects they may have on communities.
- c. Explain the process of urbanization in the United States and recent trends in urbanization.
- d. Recognize the historical importance of cities and the special appeal they have for many people.
- e. Recognize and list characteristics of social movements, their inner workings and analyze a particular social movement in the United States.
- f. Differentiate between collective behavior and social movements.
- g. Identify the six main causes of social change

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

**Suggested Methods of Instruction / Learning Activities:**

- Activity to differentiate between social movements, collective behavior
- Video clip “Did you Know” (Illustrates the effect technology has had on society)
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)

## Unit 5: Challenges in Society

**Estimated Time:** 2 weeks

### **Standard Alignment:**

5.2.12 C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890-Present.

### **Curricular Objectives:**

Students will:

- a. Recognize the causes and effects of prejudice and discrimination.
- b. Comprehend the nature and extent of poverty in the United States.
- c. Comprehend the nature and extent of crime in the United States.
- d. Recognize the problems of mass society and their causes.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

### **Suggested Methods of Instruction / Learning Activities:**

- Search media for examples of the various categories of crime
- Create a budget based on the poverty level in the United States
- Debate “When should a juvenile be tried as an adult”?
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)

## Unit 6: Social Stratification

**Estimated Time:** 1 weeks

**Standard Alignment:**

8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

8.3.12 C Evaluate how continuity and change has influenced United States history from 1890 to Present.

**Curricular Objectives:**

**Students will:**

- a. Compare open and closed systems
- b. Investigate current occupational prestige
- c. List the characteristics of the five social classes in America
- d. Investigate the opportunity for upward mobility in America, and the causes of downward mobility.
- e. Define poverty in the United States, and government responses to poverty.

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Written responses/ constructed responses/essays
- Class activities and/or homework related to objectives
- Case studies
- Group and/or individual projects

**Suggested Methods of Instruction / Learning Activities:**

- Activity making household budget based on government poverty level
- Debate on government programs such as Medicare, Social Security
- Direct instruction/lecture with study guides
- Reading in the content area activities (primary and secondary sources)